

**ALL
INCLUSIVE**



Tackling Disability-Related Bullying in Primary Schools

Foreword

This resource has been developed for primary teachers to support equality work in their schools. We want all children to appreciate and celebrate the contribution that people with a disability can make in our society. Every school will at some time have a child or children who have a disability and being able to develop their knowledge and understanding is at the heart of this document.

The Equality Duty requires schools to take a more proactive approach to promoting disability equality and eliminating discrimination and this can be done in many ways. This resource for teachers gives practical advice and includes lesson plans that teachers can use to enhance children's awareness and improve their levels of empathy for those with a disability.

The most effective way to do any work around equalities in schools is to ensure that it is very much a part of a whole school culture and ethos and embedded in the curriculum. This leads to the mainstreaming of equalities and ensures that it is not seen as an add on to the work schools do on a daily basis. It is imperative that children are able to learn in an environment that values them as an individual as well as valuing them as part of a group.

We hope this publication will offer practical help and add to the very good work that many schools are already doing to meet their Equalities duty.

We would like to thank Equaliteach for working with us to develop this document and the colleagues in County and in schools who gave valuable advice in the production of this work.



Mike Appleyard, Deputy Leader and Cabinet Member for Education and Skills, Buckinghamshire County Council

About Equaliteach

Equaliteach C.I.C (www.equaliteach.co.uk) is a not-for-profit equality and diversity training and consultancy organisation working with education settings UK wide, helping to promote equality and tackle discrimination in the classroom.

We provide:

- CPD and INSET equality training for governors, teachers and support staff
- Interactive workshops with young people aged between 8 and 18
- Production and updating of policies, strategies and guidance documents
- Production of training and educational resources

We cover all areas of equality, including race and ethnicity, religion or belief, sex, sexual orientation, gender reassignment and disability. We enable schools to foster good relations, advance equality of opportunity and eliminate discrimination, ultimately creating environments where young people feel safe and able to achieve.

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Introduction

It is estimated that 4% of pupils in England's schools are disabled. Schools are doing increasingly well at creating accessibility plans, making reasonable adjustments and providing an inclusive service for pupils with disabilities. Alongside considering the physical space and the learning needs of disabled pupils, it is also vital to ensure that our schools provide an environment where disabled pupils are safe from bullying and harassment.

There is evidence that bullying of pupils with disabilities and special educational needs is widespread:

- 62% of disabled pupils have been bullied, 19% daily or weekly and 38% at least once per month. (DCSF, July 2008)¹
- 40% of children on the autistic spectrum have been bullied at school (The National Autistic Society)
- 90% of people with a learning disability have been bullied at school, two-thirds on a regular basis (Mencap)

Experiences of being bullied, or worrying about it, are extremely destructive and can damage social skills and progress. Pupils who are the targets of bullying may become depressed and withdrawn. For many disabled young people, bullying continues over many years and can blight their lives into adulthood.

Some of the previous material that has been aimed at preventing disability-related bullying has focussed around the social skills of the disabled child. However, if we are going to eliminate disability-related bullying, we need to take a whole school approach. We need to change attitudes, involve pupils, teachers, support staff, governors, parents and carers.

This resource provides information, advice and activities which will help you to increase young people's understanding of disability, promote positive attitudes and challenge negative ones in order to create a school environment where disabled pupils feel safe and able to achieve.



¹ Disabled Children, Numbers, Characteristics and Local Service Provision, DCSF, 2008

Section 1: Definitions

Disability

Someone is defined as disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

- 'substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection

Whether a person is classed as disabled is generally determined by the effect that the impairment has on that person's ability to carry out normal day-to-day activities. It is also important to remember that not all impairments are easily identifiable. While some impairments, particularly visible ones, are easy to identify, there are many which are not so immediately obvious. A disability can arise from a wide range of impairments that can be:

- Sensory impairments, such as those affecting sight or hearing
- Impairments with fluctuating or recurring effects such as rheumatoid arthritis, chronic fatigue syndrome and epilepsy
- Progressive, such as motor neurone disease and muscular dystrophy
- Organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases
- Developmental, such as autistic spectrum disorders (ASD), dyslexia, dyscalculia and dyspraxia
- Learning difficulties
- Mental health conditions and mental illnesses, such as schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour
- Long-term illnesses such as cancer, multiple sclerosis and HIV

Special Educational Needs

Special Educational Needs (SEN) are needs or disabilities that affect a pupil's ability to learn.

For example:

- Behavioural/social (eg difficulty making friends)
- Reading and writing (eg dyslexia)
- Understanding things
- Concentrating (eg Attention Deficit Hyperactivity Disorder)
- Physical needs or impairments

Not every disabled child will have SEN and not every child with SEN will be disabled, but there is significant overlap between the two. This resource will look at how we can prevent bullying towards pupils with Special Educational Needs and Disabilities (SEND).

Section 2:

The Legislative Framework

The Equality Act 2010

The Equality Act 2010 places a duty on schools to prevent direct and indirect discrimination, harassment and victimisation of disabled pupils, and places a legal requirement on schools to make reasonable adjustments to allow disabled young people to have equal access to school provisions. Guidance on implementation of the reasonable adjustments duties is available on the Equality and Human Rights Commission website.

The Public Sector Equality Duty (s.149 of the Act) places an extra duty on public bodies, including schools, to have due regard for the need to:

- eliminate unlawful discrimination harassment and victimisation
- advance equality of opportunity, and
- foster good relations between people who share a protected characteristic and those who do not

In order to demonstrate compliance with the Public Sector Equality Duty, schools must publish equality information, which should be updated annually, and at least one specific and measurable equality objective every 4 years.

How can we foster good relations?

The Equality Act states that fostering good relations involves having due regard, in particular, to the need to tackle prejudice and promote understanding between those who share a protected characteristic and those who do not.

The approaches and activities in this pack are designed to help school staff to tackle prejudice and promote understanding between disabled and non-disabled pupils, in line with this obligation.

A specific equality objective that a school could set in order to demonstrate their compliance with this requirement could be:

"To improve pupils' knowledge and attitudes towards disability and reduce the level of disability-related bullying in the school."

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. At the time of writing, **The Children and Families Act 2014** is still passing through parliament. This (and other future laws) will have an impact on schools duties with regards to disabled young people and those with SEN. For the latest information with regards to this, please visit our website: www.equaliteach.co.uk.

Ofsted

Equality is no longer a standalone judgement within the Ofsted framework, but is considered throughout all judgements. Ofsted has stated that equality should be "reflected in all aspects of school life" and that principles of equality should permeate all elements of a school. Some of the key areas of the Ofsted 2013 framework which are relevant to work which prevents disability-related bullying are:

8. When reporting, inspectors must also consider:
- the spiritual, moral, social and cultural development of pupils at the school
 - the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils (for the purposes of the Equality Act 2010) and those who have special educational needs

Achievement of the pupils at the school

52. When evaluating the achievement of pupils, inspectors consider how well:

- disabled pupils and those who have special educational needs have achieved since joining the school
- gaps are narrowing between the performance of different groups of pupils, both in the school and in comparison to those of all pupils nationally

Behaviour and safety of pupils at the school

57. When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

- pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- the extent to which leaders and managers have created a positive ethos in the school

Quality of leadership in, and management of, the school

58. In particular, inspection focuses on how effectively leadership and management at all levels promote improved teaching, as judged within the context of the school, and enable all pupils to overcome specific barriers to learning

Note: Inspection examines the impact of all leaders, including those responsible for governance. Governors have a duty to make sure that the school complies with all aspects of discrimination law and must draw up and implement an 'accessibility plan' for disabled pupils.

59. Inspectors will consider the extent to which leaders and managers:

- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development
- engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development
- take steps to promote the safety of all pupils and ensure that they are safe in school

How does work to tackle disability-related bullying contribute to the duty to promote the spiritual, moral, social and cultural development of pupils?

Within the duty there are requirements to:

- enable pupils to distinguish right from wrong and to respect the civil and criminal law
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely

Educating young people about the damage of prejudice and the consequences of their actions as well as raising awareness about the value and validity of difference will help them to respect difference and take responsibility for their behaviour, contributing positively to the lives of those around them.

By adopting the approaches outlined in this resource schools can evidence that they are undertaking a proactive approach to meeting these criteria.

Section 3: Terminology

One of the barriers which can prevent us from undertaking work to promote disability equality and tackle prejudice and bullying is feeling that we don't have the correct language to discuss these issues. Below is a list of acceptable and unacceptable terms for talking about disability, together with the reasons why some terms are preferred over others. Language does evolve, so this is not a definitive list for all time.

Note! Be careful not to talk about disability as an affliction but a difference. Disabled people are not necessarily ill or in need of a cure. It is often external barriers as opposed to their impairment which cause someone to be disabled.

Unacceptable	Acceptable
The disabled: this term can dehumanise people, identifying them only in terms of their impairment.	Disabled people: a term advocated by the British Council of Disabled People's Organisations and the Disabled People's Movement. It recognises that people are disabled more by their society than by their impairment. People with disabilities: this term has historically been considered positive, because it emphasises people with impairments are first and foremost people. However, while it is unlikely to cause actual offence, it has been rejected by the Disabled People's Movement in the UK.
Affliction, handicap	Impairment, condition, disorder, difficulty
Spastics, epileptics: this term can dehumanise people, identifying them only in terms of their impairment. These are medically imposed labels which serve to stigmatise people.	People with cerebral palsy, people with epilepsy
Mental handicap, mental age of	Learning difficulties, learning disabilities, learning-disabled, severe or profound learning difficulties
Victim of, crippled by, suffering from, afflicted by	Person who has, person with
Wheelchair-bound, confined to a wheelchair	Wheelchair user, uses a wheelchair, has impaired mobility
Deaf (as a blanket term)	Partially deaf, profoundly deaf
The blind, visually challenged	Blind or partially sighted person, person with little or no sight, visual impairment
Dumb	Person with a speech difficulty, person with non-verbal communication, person who uses verbal communication aids

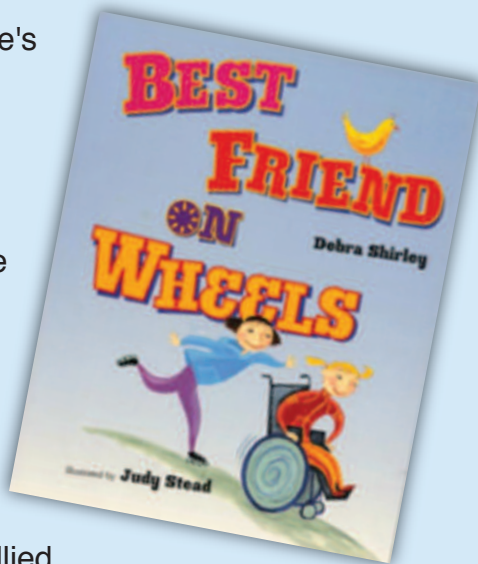
Section 4: Working with EYFS and KS1 Pupils

In order for pupils to accept disabled people as equal and active members of their community, it is vital that the school creates a positive, inclusive environment, which provides natural opportunities for pupils to be exposed to information and images of disabled people. Pupils need to be provided with opportunities to ask questions and increase their understanding of disability, to build empathy and to support their peers.

There is often a mistaken belief that very young children don't notice difference, and we should avoid mentioning disability for fear of highlighting it as an issue. However, young children do notice difference and are often brimming with questions about it. Studies have shown that children as young as three pick up unspoken signals that there are times when they are not expected to share what they think. So, children may keep these questions to themselves and come to their own, often inaccurate, conclusions. At other times, children are silenced, or told that this is an issue that we don't speak about, which can lead to young people growing up feeling that it is somehow shameful to be disabled.

Therefore we need to create as much opportunity as possible to open up discussions, even with very young children. Some steps that schools can take are:

- Ensure that resources, including posters, books, videos, and toys feature positive images of disabled people
- Ensure that disabled people are represented throughout the curriculum, e.g. in the examples used in maths, and disabled people's achievements in history
- Invite disabled people into the school to come and speak with the young people about their experiences
- Give the young people opportunities to learn about different communication methods, such as British Sign Language and Braille
- Utilise circle time as a vehicle for discussing similarities and differences
- Utilise a text such as **My Friend on Wheels** as a starting point for a Philosophy for Children discussion about disability



What are other schools doing?
Young people are learning songs in Makaton and British Sign Language, and learning to understand Braille.

Why not invite a guest speaker into your school from Hearing Dogs for Deaf People?
www.hearingdogs.org.uk

Note: Children left alone at playtime are at a much greater risk of being bullied.

Studies have found that disabled young people have fewer friends than non-disabled children. Implementing peer-mentoring, befriending and buddying schemes can help mitigate against this.

The way that school staff interact with disabled pupils greatly influences the way in which other pupils interact. Therefore it is vital that all staff, including lunchtime supervisors and reception staff, receive training and support to ensure that they are modelling good practice.

Section 5:

Working with KS2 Pupils

Part 1: Beginning the Conversation...

Talking about themes relating to disability requires maturity and compassion for others. It is important to dedicate some time at the beginning of a lesson to create the right environment to keep all pupils safe. Teachers should work collaboratively with the pupils to set ground rules for the lesson. These could include ensuring that pupils' words and body language are respectful and that opinions are listened to and remain with just the pupils in the room. It is vital to ensure that pupils challenge an opinion, not the person expressing it, and that pupils feel able to be open and honest about their opinions.

Activity: One Word

Learning Outcome: Pupils will have begun to consider their pre-existing knowledge and ideas about disabled people.

Length: 15 minutes

Resources: slips of paper and a whiteboard or flipchart

Delivery: Write the word **disabled** in the middle of a whiteboard or flipchart paper. On a slip of paper, ask each pupil to write down the first word or phrase that comes into their head before folding the paper in half and handing it back to you. Pupils should work individually where possible and write their responses anonymously.

Read the words out one at a time, creating a spider diagram on the whiteboard. Don't censor the words; it is important that everyone's contributions are included. If possible, keep the words visible throughout the lesson. The spider diagram should be used to inform the content of the lesson(s) on disability.

At the end of the session, as a way of evaluating pupils' learning, return to the words and facilitate a discussion that aims to challenge any untruths and misconceptions. Invite the pupils to use what they have learnt to suggest words that need to be reconsidered; is the word based in fact? Does it apply to every disabled person? Only if the word does, can it remain on the board. If a word is based on a stereotype, a misinformed idea or falsehood, it must be crossed out or erased.

This visual demonstration is powerful in emphasising the importance of thinking critically about the information we receive.

Activity: Burning Questions

Learning Outcome: Pupils will have begun to think about their questions, concerns and frustrations relating to disability issues.

Length: 15 minutes

Resources: Post-it notes

Delivery: Using post-it notes, ask pupils to anonymously write down any questions, concerns or frustrations they have about disability issues. Ask the pupils to be open and honest, allowing them to use disabilist language if necessary. Pupils should hand in their post-it notes once they have completed the task. These questions can be used to identify gaps in pupils' knowledge of disability issues and will inform a body of work on disability.

It is not necessary to be an expert on disability issues to carry out this activity effectively - if there are doubts as to the correct answer to a question, use it as a learning tool for everyone and find out the answer with the pupils.

What are other schools doing?
Linking with a local special school, arranging visits and sharing planning with them, is a great idea!



Part 2: Exploring Stereotypes...

Activity: Who's who?

Learning Outcomes:

Young people will have:

- considered their existing stereotypes and prejudices towards disabled people
- understood the importance of not judging a book by its cover and considered the achievements of a variety of disabled people
- explored the term **disability** and understand that disabilities can be visible as well as invisible

Length: 45 minutes

Resources: copies of the picture cards and professions

Delivery: Arrange the young people into groups of 4 or 5 and hand out a set of picture cards and a set of professions to each group. Ask the pupils to match the pictures of the people to their professions, thinking about the reasons behind their decisions. Once this is completed, ask the groups to feedback their choices and reasons to the rest of the group.

Facilitate a discussion using the following questions as prompts:

- Are you surprised at the achievements of those who are visibly disabled? Who has surprised you the most? Why are you surprised?
- How do you think disabled people are often viewed in society? Is this fair?
- Do you think that having a disability stops people from achieving what they want to? Why? Why not?
- Do you think that the achievements of these celebrities can change the way disabled people are viewed? What more needs to be done to change the way disabled people are viewed?











After this discussion, ask the young people to separate the pictures of the celebrities into two groups, those celebrities who are disabled and those who are not disabled. Ask the young people to feed back their answers to the group, and the reasons behind their choices.

Reveal to the young people that all of the celebrities have a disability.

1. Warwick Davis (actor) has dwarfism
2. Tanni Grey-Thompson (athlete) has spina bifida and is a wheelchair user
3. Stephen Hawking (physicist & cosmologist) has motor neuron disease
4. Will.I.am (musician and music producer) has hearing loss and tinnitus
5. Mark Inglis (climbed Everest) is a double leg amputee
6. Halle Berry (actor) has 80% hearing loss
7. Ellie Simmonds (swimmer) has achondroplasia (a common cause of dwarfism)
8. Agatha Christie (author) had dyslexia
9. David Blunket (politician) is blind
10. James Cracknell (rower) has a damaged frontal lobe following a cycling accident, which has left him with epilepsy and a changed personality, including a short temper

Ask the following questions for discussion:

- Are you surprised that all of the celebrities have a disability? Why? Why not?
- In what ways can people be disabled?
- Are all disabilities easy to see? Which disabilities are not easy to see?
- What are the dangers of assuming that all disabilities are visible?
- Why is it important to consider that someone might have a hidden disability?

<p>1.</p> 	<p>Actor</p>	<p>6.</p> 	<p>Actor</p>
<p>2.</p> 	<p>Athlete and Paralympic Gold Medallist</p>	<p>7.</p> 	<p>Winner of 4 gold medals for swimming in the Paralympics games, breaking the world record in the 400m</p>
<p>3.</p> 	<p>World famous Physicist and Cosmologist</p>	<p>8.</p> 	<p>Author</p>
<p>4.</p> 	<p>Musician and Music Producer</p>	<p>9.</p> 	<p>Politician</p>
<p>5.</p> 	<p>Climbed Everest</p>	<p>10.</p> 	<p>Rower Double Olympic Gold Medallist</p>

Activity:

What if the world was designed differently?

Learning Outcomes:

Young people will have:

- Understood that it is often external barriers which cause a person to be disabled rather than the condition that they have
- Considered the types of barriers that disabled people might face
- Thought about what they can do to help improve the environment for disabled people

Length: 1-1.5 hours

Resources: Scenario cards, clipboards, pens and paper to conduct the Accessibility Walk

Delivery: Ask the young people to consider the following question: "**Does having a disability always put someone at a disadvantage?**" Ask the young people to explain the reasons behind their decision. Then give the young people the following scenarios to discuss in small groups and ask them to separate the scenarios into two groups, scenarios where the young person is experiencing a disadvantage and scenarios where they are not.

Stefan and Lila use sign language because they are deaf. They really like the fact that they can communicate with each other across a loud, crowded room.

Jacques uses a wheelchair. He always beats his friends in races, even when they're running flat out.

Jacintha has dyslexia. The school provides her with worksheets on coloured paper and she uses a coloured background on her computer screen to help her to read more easily.

When she goes into town with her friends, Alison can't go round the shops with everyone else as lots of the aisles and doorways are not wide enough for wheelchairs to pass through.

Joseph has cerebral palsy. When he went to buy a cinema ticket, the cashier spoke to his non-disabled friend rather than him.

Ahmed has a hearing impairment. When he attends big events his hearing aid works with hearing loops installed in the building, but sometimes people don't want to use a microphone, which means that he can't hear what is happening.

Kirsty is visually impaired. However, she is able to go safely by herself to visit her best friend Sarah, who lives three streets away as the pedestrian crossings make a bleeping noise when it is safe to cross the road.

Kenyeh uses Braille as she is blind. After she's gone to bed, she sometimes carries on reading without her parents knowing as she can read in the dark.

Julie has learning difficulties. She and her friend Dionne were running a cake stall at their local town hall, when a group of boys came over to laugh at them and throw their cakes around the hall.

Points for discussion:

- Are the young people in the scenarios always at a disadvantage because of their disability?
- Where they are not disadvantaged, what has helped them?
- Where they are disadvantaged, is it them who needs to change or is it other factors?
- What changes could be made, which would mean that they are no longer at a disadvantage?
- Why do the young people think that these changes have not happened already?

Explain to the young people that often people are only disabled when there are barriers in place which prevent them from being self-sufficient.

Sometimes these barriers can be things - such as doorways which are too narrow.

'Sometimes these barriers can be attitudes - such as people not considering their needs and treating them badly.

If we can remove the barriers, disabled people won't be **disabled** at all. We need to change attitudes and ensure that we consider everybody's needs.

Ask the pupils to work in groups of four to conduct an **Accessibility Walk** through the school and explore where barriers might exist for disabled people, can they see any adjustments or changes that have already been made to make sure that the environment is accessible? Can they think of anything else that could be done to make it even better? Encourage them to think beyond wheelchair users and consider the wide range of different disabilities.

Comic Relief
has produced a video called 'The Wall' which highlights how external barriers disable people. You can download it here:
http://www.worldofinclusion.com/res/qca/Wall_Comic_Relief.mpg

As an extension activity young people could conduct an Accessibility Walk in their local shops, leisure centre or cinema and look for good and bad practice. If they identify anything that could be improved, they could be encouraged to write letters to the manager outlining their concerns.

Extension Activity: **Debate Motion**

There should no longer be a separate Paralympic and Olympic games; in future, the two should be combined

In debating for or against this motion, pupils could consider the following questions:

- What are the advantages of having a separate Paralympics? What are the disadvantages?
- How would combining the games affect disabled athletes? Would disabled athletes become more or less visible?
- Would combining the games make people think differently about disabled people?
- How would combining the games work practically? Are there any other games which are currently fully inclusive?

Activity: Speak Out!

Learning Outcome: Young people will have understood the impact of disability discrimination and the importance of speaking up about unfair treatment.

<http://www.scope.org.uk/help-and-information/young-disabled-people/bullying>

This video clip shows a young girl's experiences of disability discrimination because she is a wheelchair user. Her friend speaks up and defends her against the perpetrators of the discrimination, and encourages her to tell someone at the school about her bullying.

Show the video clip to the young people and facilitate a discussion using the following questions:

- How did the bullying make her feel?
- How did her friend help her? How does her friend feel about her experiences?
- How did the bullying stop?
- How does she feel about her bullying now? What advice does she give to others experiencing bullying?
- What could have happened if her friend hadn't have encouraged her to tell someone about the bullying? Is it important to tell someone about bullying? Who can you tell?



Part 3: Celebrating Difference

Activity: Working together

(adapted from Imagine the Difference by Scope)

Learning Outcomes

Young people will have:

- Understood that everybody is different in lots of different ways
- Understood that we need people with different skills in order to complete different tasks
- Understood the value in including different people and working together

Length: 1-1.5 hours

Resources: person outlines, colouring pens and pencils, resources for creating games

Ask the young people for their favourite films. Choose one which is popular. Ask the young people what different people with different jobs were needed in order to make the film and write these up on the board: writers, actors, musicians, director, producer, lighting, sound, camera operators...even someone to make the tea!

Explain that all of these people needed different skills. The film would never have been made if everybody was an actor! We are all different and we all have different abilities and that is a good thing as we need people with lots of different skills in order to create all of the wonderful things that we have around us.

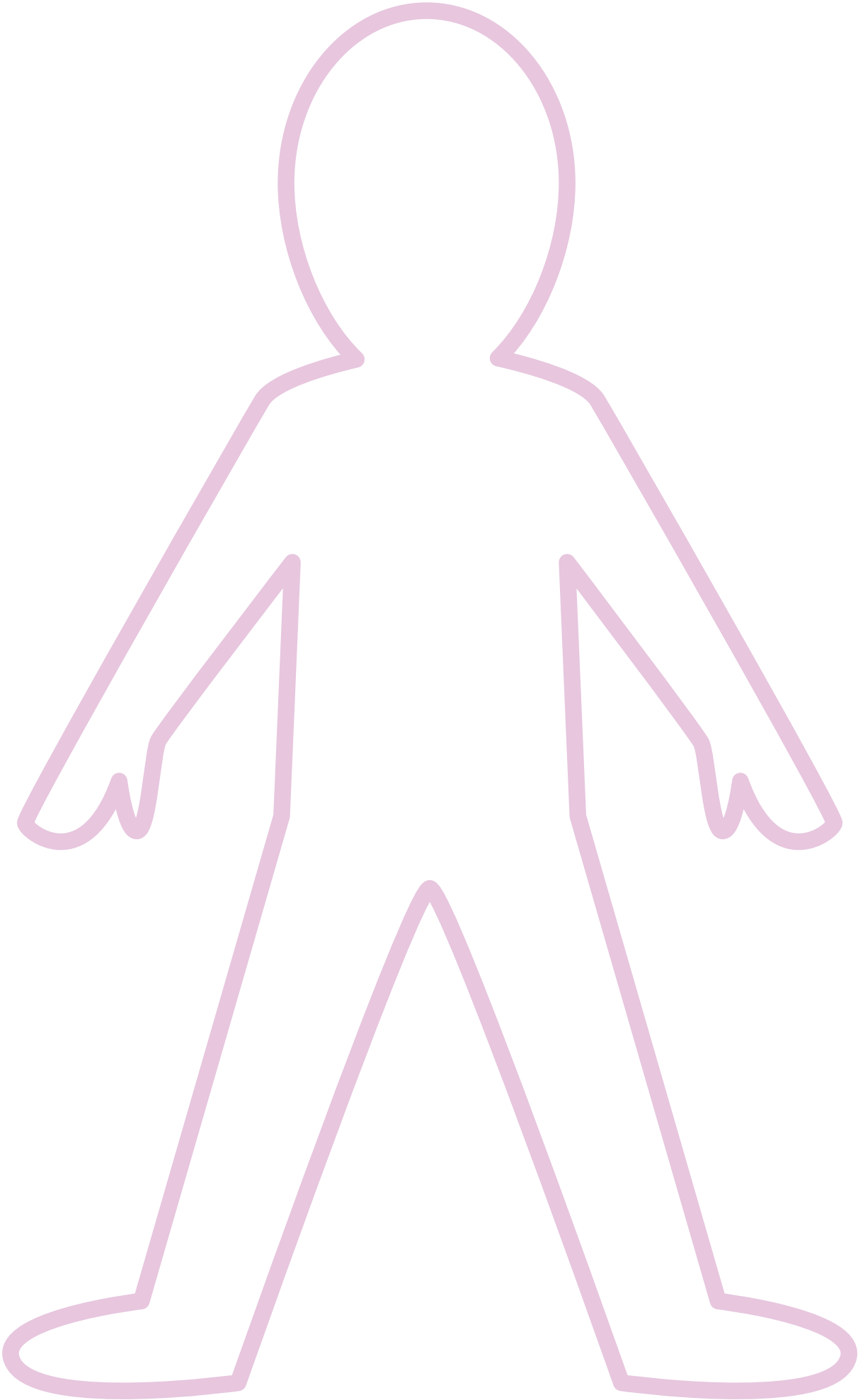
Give the young people an outline of a person. Ask them to think about all of the things that they are good at doing and to write these around the outside of the person, then to decorate the person so that it looks like them.

When the young people have completed their pictures, put them into groups of 4 and ask them to talk about their picture with the other people in their group. The young people should talk about the different things that they included and why they chose these things.

The young people can then work in their groups to create a game which makes use of all of the different things that everyone in the group is good at and that everyone can join in with and enjoy. The game could be a board game or a game that involves moving around. The game needs a name, an aim and rules for how to play and how you win!

The people can be made into a classroom display to celebrate all of the different skills that the young people have.

Pupil Voice: It is important that disabled pupils are given a voice, so that they can be instrumental in shaping their school environment and that other young people see that disabled pupils are active agents within the school. For example, look to ensure that there is a representation of pupils with disabilities in positions such as the school council and that disabled pupils are involved in the development of anti-bullying policies and disability equality action plans.



Section 7: What if things go wrong? Responding to prejudice-related incidents

Even in the best schools, things sometimes go wrong. We can't always prevent incidents from occurring, but we can control how we respond to them. In order to be able to respond effectively, we firstly need to know how to recognise a prejudice-related incident.

Definition:

“A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person.”

Note: Pupils with learning disabilities may not understand what bullying is and think that being hurt every day is part of their life. Alternatively they may not be able to tell an adult what is happening because of communication difficulties. It is important that all staff and young people know to be vigilant and that they all have the power to report and act even if they are not the target of the bullying.

If a prejudice-related incident occurs:

DO:

- Treat the issue seriously - if a young person has perceived an incident to be prejudice-related, an investigation must be begun to discover whether or not the incident is prejudice-related
- Respond immediately - make sure that the perpetrator and any witnesses know that the behaviour is not acceptable
- Provide support for the target(s) of the incident
- Reinforce the school's position on discrimination and prejudice
- Listen to all parties, and investigate any underlying issues
- Record the incident

DO NOT:

- Ignore prejudicial behaviour
- Attack or label the perpetrator as prejudiced. It is important to focus on the behaviour not the young person
- Ignore any underlying issues
- Focus on punishment without explanation or education as to why the perpetrator's behaviour was wrong

Section 8: Useful Resources

Reading Books

Sports Day by Nick Butterworth and Mick Inkpen

Freddie and the Fairy by Julia Donaldson (age 3 - 6)

Happy Butterfly by Pippa Goodhart (age 3 -5)

Hudson Hates School by Ella Hudson (age 5 - 8)

I Can Hear by Louise John (age 2 - 5)

Being Ben by Jacqueline Roy (age 7 - 10)

The Cloud by Hannah Cumming (age 4 - 8)

Best Friend on Wheels by Debra Shirley (age 5 - 8)

A Little Bit of Mischief by Jenny Sullivan (age 6 - 9)

The Pirate of Kindergarten by George Ella Lyon (age 4 - 7)

Whisper by Chrissie Keighery (age 10 - 14)

Boots for a Bridesmaid by Verna Allette Wilkins



Websites

The Anti-Bullying Alliance www.anti-bullyingalliance.org.uk

Achievement for All: <http://www.afa3as.org.uk/>

Ambitious about Autism: www.ambitiousaboutautism.org.uk

Childline: www.childline.org.uk

Council for Disabled Children www.councilfordisabledchildren.org.uk

EqualTeach: www.equaliteach.co.uk

Kidscape: www.kidscape.co.uk

Nasen: <http://www.nasen.org.uk/>

National Deaf Children's Society: <http://www.ndcs.org.uk/>

Place2Be: <http://www.place2be.org.uk/>

Scope www.scope.org.uk

The Communication Trust <http://www.thecommunicationtrust.org.uk/>

The Dyslexia-SPLD Trust: <http://www.thedyslexia-spldtrust.org.uk/>

Whizz-kids www.whizz-kidz.org.uk



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